



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

in support of the new movement; for the proposed system is partly in operation in Lyon and other cities. In the author's outline for popular secondary education Comte is roughly followed, and according to this philosopher there are three periods in positive education. The first is purely physical and under the mother's direction. The second, between the ages of seven and fourteen, is æsthetic; the study of the arts and languages. The third is scientific, conforming closely to the "hierarchy of the seven fundamental sciences." These sciences are arranged in a logical series; mathematics, astronomy, physics, chemistry, biology, sociology, and morals. The study of the classics brings in a bifurcation, fatal to an utilitarian and unified instruction. The introduction of co-education marks probably the greatest innovation in the proposed new system.

This secondary instruction in the sciences would be given in two schools; the first or institutes, would be evening schools, and the course would last seven years. The second, the colleges, would differ from the first only in that the students devote full time to study and finish in four years. Chapter three gives the details of the author's unique plans for these schools. F. D. SHERMAN.

Introduction to Herbartian Principles of Teaching, by CATHARINE I. DODD, of Day Training Department, The Owens College, Manchester, 1898. London: Swan, Sonnenschein & Co.; New York: The Macmillan Company. pp. 198.

The author of this work has fittingly prefaced it with an introductory notice by Dr. W. Rein, of Jena. She has undertaken the task of transplanting the methods and principles of Herbartian pedagogy into the elementary schools of England. A summary of the general principles of education, and the Herbartian doctrine of interest and instruction furnish the English readers with the fundamental conceptions of education as seen in the writings of Herbart and his followers. A good description is given of the course of instruction followed in the culture-epoch schools of Germany. The most interesting feature of this work is the attempt to adopt these culture-epochs to the needs of children of the English race. The legends and history of Germany are changed for those of England. Miss Dodd closes this interesting work with a brief history of the rise and development of the Herbartian movement in Germany.

The Nature and Development of Animal Intelligence, by WESLEY MILLS, M. A., M. D., D. V. S., F. R. S. C. Macmillan, N. Y., 1898. pp. 307.

At last we have these very careful and objective studies that have appeared in a fragmentary way in many forms and places, put together into a more or less systematic whole. Part I is occupied with describing animal intelligence and comparative psychology; Part II deals with squirrels, with special reference to feigning, and to hibernation. Part III treats the psychic development of young animals and its physical conditions, brain growth and its relation to psychic development; and part IV represents various discussions. The work is of great acumen, and a very valuable addition to the literature of the subject, but is handicapped by a title too large for it. The author's strong point is fidelity and patience of observation and description rather than generalization or discussion. The book is so diversified that it needs the admirable index which it has.

Die Masturbation, von Dr. H. ROHLEDER. Berlin, 1898. pp. 319.

This "monograph for physicians and pedagogues" is written in conformity to the motto that the "diseases of society can be no more